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ABSTRACT

A study was conducted to determine the following: (1) the needs of the trainably mentally retarded (TMR) population to be served by Mercer County (New Jersey) Vocational Technical Schools; (2) jobs in the community that might be available for graduates of the program and specific training relevant to those jobs; (3) agencies and institutions that could provide support services for TMR students; and (4) a curriculum that could be developed and implemented. In order to fulfill these objectives, a needs survey was developed for TMR students, their parents, and teachers, as well as for local businesses. A list of businesses in Mercer County was compiled, and these businesses were sent the survey. Parents were interviewed by telephone, and TMR students were interviewed in person. Fifty-three businesses responded with 30 TMR parents interviewed and 25 former and 15 present TMR students responding to the survey. Tabulation and analysis of the responses showed the following: a need for vocational training for TMR students in Mercer county; training to be conducted by Mercer County Vocational Technical Schools; a positive feeling by employers for hiring TMR students once the trained TMR students improve their employability skills. These needs will be addressed by Mercer County Vocation Technical Schools over the next few years. (KC)

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FINAL REPORT

OF

ASSESSING THE VOCATIONAL EDUCATIONAL NEEDS OF TRAINABLE MENTALLY RETARDED SECONDARY SCHOOL STUDENTS

1981 - 1982

Mercer County Vocational Technical Schools
1085 Old Trenton Road
Trenton, New Jersey
08690

Project Director
Thomas J. Walls
Director of Instruction/Special Projects

CE033768

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Beginning Date

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PROJECT TITLE: Assessing the Vocational Education Needs of Trainable Mentally Retarded Secondary School Students

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Mercer County Vocational Schools

ADDRESS: 1085 Old Trenton Road

Trenton, New Jersey 08690

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ABSTRACT

DESCRIPTION OF PROJECT

The study that resulted in the ten year "Master Plan for School Facilities" and a survey of special education directors of Mercer County determined that there was a need for expanded vocational education for students with special needs and that TMR students in this population were in particular need of such programming. Mercer County Vocational Technical Schools accepts the responsibility of providing such services. Funding from the Board of Chosen Freeholders was received to construct a facility that would provide for the vocational training of this population. It was the purpose of this project to address several issues that had resulted from the acceptance of this responsibility.

First, Mercer County Vocational Technical Schools would have to obtain a better understanding of the nature and need of the TMR population. Secondly, Mercer County Vocational Technical Schools would have to identify jobs in the community that might be available for graduates of the program and identify specific training relevant to those jobs. Thirdly, it would be important to identify agencies and institutions which could provide support services for TMR students. Finally, a relevant curriculum would have to be developed and implemented.

In order to fulfill these objectives it was necessary to develop needs surveys for TMR students, partents of TMR children, and teachers of TMR students. In addition to these needs surveys it was also necessary to develop a survey for local businesses and industries throughout Mercer County. A list of businesses and industries throughout Mercer County had to be compiled so that the surveys could be mailed.

The TMR teachers and Mercer County businesses and industries were sent the surveys. The parents were interviewed over the telephone and the TMR students and former students were inteviewed in person.

Thirty TMR parents were interviewed, twenty-five TMR former students and fifteen TMR students presently attending school in Mercer County. Fifty-three business and industries throughout Mercer County responded to the survey mailed out. All responses were tabulated and analyzed.

ACKNOWLEDGEMENTS

The successful completion of a project is often dependent upon the hard work of many people. Certainly the completion of this project was due to the thorough planning and hard work of Sharon Muzyk, who put in time and effort beyond her compensation.

The work of the TMR Task Force should be acknowledged and in particular Stuart Wisse and Sue Curry of Mercer County Vocational Technical Schools as weel as Lee Hess, Hamilton Public Schools, Martha Zepp, Ewing Public Schools, John Rainy, Trenton Public Schools, Carol Grubb, a very interested parent, and Mary Tamm, Supervisor of Child Study, N.J. State Department of Education, Mercer County Office.

The support of Dr. Elric A. Cicchetti, Superintendent of Mercer County Vocational Technical Schools, and the Mercer County Board of Vocational Education should also be acknowledged.

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Employer Survey
Parent of TMR Children Survey
TMR Student Survey
TMR Teacher Survey

A. Introduction

One of the recommendations identified in the school districts ten year "Master Plan for School Facilities" was the need to expand special needs vocational education. Although the general school population will show a decline in the next ten years, there are still a number of students with special needs who do not have an adequate program of vocational education and career planning.

A recent survey of Special Education Directors in Mercer County indicated that school school age trainable mentally retarded students have no structured activity for acquiring prevocational training and skill development. Mercer County Vocational Schools, in concert with the special education directors, determined that it should assume the responsibility for providing such programming. The school system approached the Board of Chosen Freeholders and received approximately $436,000 to plan and construct a facility that would provide space for the educational activity.

1. Problem

While the system and a committee of special educators had determined the general goal - placing graduates in appropriate jobs in the community - it was the purpose of this project to conduct the research that would identify jobs in the community that might be available for graduates of the program, undertake a task analysis of those jobs and develop a curriculum for use in the program that is scheduled to begin in the fall of 1982.

In addition to the job survey a follow-up study of TMR students who have completed educational programs in the past five years was conducted. It was the purpose of this study to assist in identifying needs of this population and to determine the availability of agencies and institutions that are providing support for Trainable Mentally Retarded adults. With this information

It was hoped that linkages between the school and such agencies can be established so that comprehensive needed support services can be provided to students while in school and continue after graduation.

It was felt that completion of this research project will provide Mercer County Vocational Schools with a better understanding of the nature and needs of the TMR population, determine the availability of jobs for those occupations and assist in the establishment of linkages with local agencies, organizations and institutions that provide support services for TMR population. The regional nature of this project will enhance vocational education, not only in Mercer County, but should also serve as model for other area vocational schools.

2. Objectives

The major objectives of this project lie in four major areas: (1) identifying the needs of the TMR population, (2) identifying target jobs for appropriate placement, (3) developing a curriculum for use with this population, and (4) making initial contacts for possible school-community linkages in delivering support services.

Objective 1:

Gather information concerning the needs of the TMR population by:

a. Conducting a follow-up study of TMR students who have completed educational programs in the public schools of Mercer County during the past five years. Questionnaires on at least 60% of such completers will be completed.

b. Interviewing at least thirty TMR students, their parents and teachers that are currently enrolled in the public schools of Mercer County.

Objective 2:

Conduct a survey of local business and industry that have a potential for hiring TMR program completers. At least fifty businesses were contacted and twenty specific jobs were identified as having potential as job placements.

Objective 3:

A curriculum that identifies specific entry level skills to be developed in major areas, job tasks, personal social skills, and needed academics will be prepared and approved by M.C.V.T.S. Administration and the TMR task force.

Objective 4:

A listing of community agencies and organizations that deal with the needs of the handicapped will be developed. Such a listing will include the major objectives and goals of the agency or organization, their activities and guidelines for developing linkages between the school and such agencies.

4. Background Information

Recent years have seen a growth of educational services for students with special needs. In 1975, the Arthur R. Sypek Center of Mercer County Vocational Schools opened with an Employment Orientation Program designed to meet the needs of students classified as E.M.R., N.I., and P.I. as well as those students with moderate emotional problems. In 1978, a Special Services Schools District was established in Mercer County. This system is designed to provide educational services for those handicapping conditions considered to be low incidence and severe. Neither of these schools offered special programming for students classified as trainable mentally retarded.

Current statistics gained from the special education department of each of the public school districts in the county indicate that there are one hundred and forty (140) students so classified. A special task force has been established through the Mercer County Office of the New Jersey State Department of Education to plan a comprehensive education program for these students that will plan educational experiences and support services from birth through adulthood. This committee, consisting of special educators, child study team members, parents and representatives of community service organizations, has identified career education as a paramount need of this population and has charged Mercer County Vocational Schools to play a paramount role in developing such a program. The mandates of P.L. 94:142, policy area 601.2 requires that, "Vocational education programs must be specifically designed if necessary to enable a handicapped student to benefit fully from these programs." It would seem that this population would be in need of special vocational education programs and as required by P.L. 94:142, consideration in developing policies for such a program should consider: determination of course offerings, guidelines for site location and equipment selection, determination of staffing needs, determination of scheduling needs, development of curriculum, and criteria for placing students in separate programs. (Resurge '79)

Certain policies, although in the formative stages, are emerging from the task force and form the administration of M.C.V.T.S. They include the following:

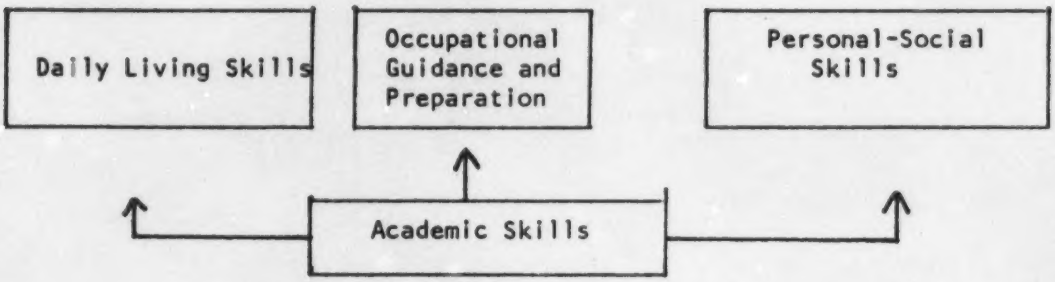
1. Mercer County Vocational Schools should concentrate its efforts on those students above the age of thirteen (13) who in the opinion of the local child study teams show the greatest potential for achieving independent living.

2. That the program address the need not only for occupational training for jobs that are found in the local area but also address independent living skills.
3. That, unlike other programs that are offered on a half-day shared-time basis, the TMR program be offered on a full day basis with completion being determined by the students ability to enter the world of work either in competitive employment or into a sheltered workshop.
4. That linkages be established so that the program completets will be able to obtain necessary support services that may or will be needed.

To be meaningful, especially for a handicapped population, occupational training must first identify available jobs and through a task analysis determine the specific tasks that must be accomplished in order to gain those job skills. Mager scheme, adapted by Mercer County Vocational Schools, will be utilized. Under this scheme particular jobs will be targeted, tasks associated with those jobs will be identified, functional academics needed to be learned or known in order to perform the task will be listed and finally performance objectives or outcomes will be developed. This completed document will form the basis of the curriculum.

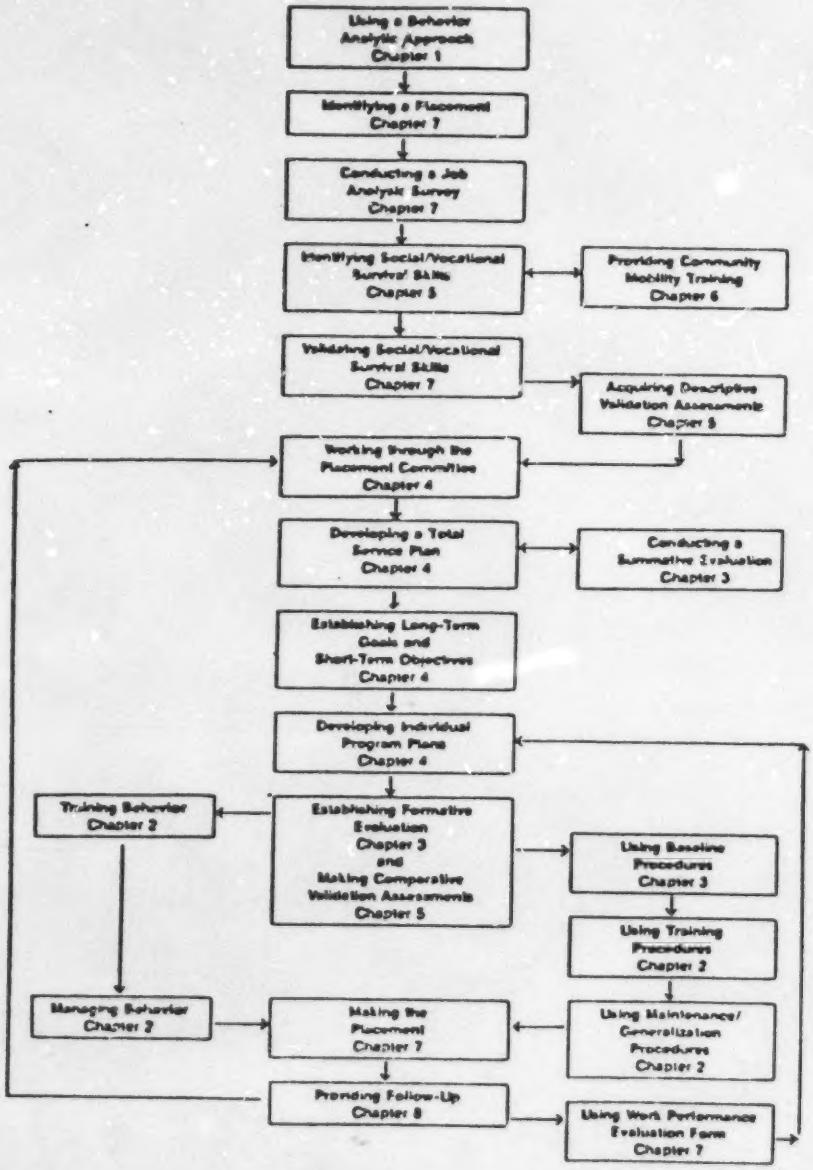
This base will be agumented by other identified needs. These areas of concern are well documented in the literature. Lore (1973, p. 113) states that, "The general objectives of a class for trainable children are: (1) development of self-care skills, (2) development of social adjustment, and (3) development of economic abilities in the home, institution or sheltered workshop." DuCette and Sucan (1978) report that the ultimate goal of the Elsmere Project

was to place TMR graduates in appropriate community jobs and that the program was structured around four major curriculum areas: functional academics, socialization, independent living and vocational behavior. Brolin (1978) presents the following model for the Life Centered Career Education Program:



Hewett and Forness, (1977, P. 180) citing criticism of many school programs for putting too little emphasis on practical arts and skills necessary for daily living, suggest "instruction in simulated home and workshop settings should result in more realistic preparation for severely retarded youngsters." Russ and Mithang (1980, P. XV) have concluded that improvements in training technologies and effective procedures in behavior management have resulted in a belief "that even the most severely retarded person has an untapped vocational potential that can be translated into productive and independent work." They suggest a Behavior Analytical Approach as outlined in the following figure:

FIGURE 1.1 PROGRAM OVERVIEW


Using a Behavior Analytic Approach Chapter 1
Identifying a Placement Chapter 7
Conducting a Job Analysis Survey Chapter 7
Identifying Social/Vocational Survival Skills Chapter 5
Providing Community Mobility Training Chapter 6
Validating Social/Vocational Survival Skills Chapter 7
Acquiring Descriptive Validation Assessments Chapter 5
Working through the Placement Committee Chapter 4
Developing a Total Service Plan Chapter 4
Conducting a Summative Evaluation Chapter 3
Establishing Long-Term Goals and Short-Term Objectives Chapter 4
Developing Individual Program Plans Chapter 4
Training Behavior Chapter 2
Establishing Formative Evaluation Chapter 3 and Making Comparative Validation Assessments Chapter 5
Using Baseline Procedures Chapter 3
Using Training Procedures Chapter 2
Managing Behavior Chapter 2
Making the Placement Chapter 7
Using Maintenance/ Generalization Procedures Chapter 2
Providing Follow-Up Chapter 8
Using Work Performance Evaluation Form Chapter 7

B. Body of Report

1. Procedures Used

Once it was decided through recommendations identified in the school districts ten year "Master Plan for School Facilities" that there was a need to expand special needs vocational education and once a recent survey of Special Education Directors in Mercer County indicated that school age trainable mentally retarded students had no structured activity for prevocational training and skill development, Mercer County Vocational Schools accepted the responsibility for providing such a program. With this acceptance of responsibility and with Mercer County Vocational Schools receiving $436,000 from the Board of Chosen Freeholders to plan and construct a facility that would provide for the vocational training of trainable mentally retarded students, several issues had to be addressed.

First, Mercer County Vocational Schools would have to obtain a better understanding of the nature and needs of the TMR population. Secondly, Mercer County Vocatinal Schools would have to identify jobs in the community that might be available for graduates of the program and identify specific training relevant to those jobs. Thirdly, it would be important to identify agencies and institutions which could provide support services for TMR students. Finally, a relevant curriculum would have to be developed and implemented.

In order to fulfill these objectives it was necessary to develop needs surveys for TMR students, parents of TMR children, and teachers of TMR students. In addition to these needs surveys it was also necessary to develop a survey for local businesses and industries throughout Mercer County. A list of businesses and industries had to be compiled so that those surveys could be mailed.

The TMR teachers and Mercer County businesses and industries were sent the

surveys. The parents were interviewed over the telephone and THE TMR students and former students were interviewed in person.

Thirty TMR parents were interviewed, twenty five TMR former students, and fifteen TMR students presently attending school in Mercer County. Fifty-three businesses and industries throughout Mercer County responded to the survey mailed out.

All responses were tabulated and analyzed. A copy of the researcher's report which follows presents the findings.

As the original grant reports both sexes were sampled from TMR graduates, TMR students and parents to prevent sex bias in any of the samples.

Also all project documents and reports were examined by the System's Affirmative Action Officer to insure compliance with affirmative action plans and mandates.

It would also be noted that Mercer County Vocational Schools is an equal opportunity employer.

2. Findings

The project of Assessing the Vocational Education Needs of Trainable Mentally Retarded (TMR) Secondary School Students involved the collection and analysis of data from five information groups. These information groups and the types of data collected consisted of:

1. A follow-up study on TMR students who have completed educational programs in the public school of Mercer County during the past five years.

2. A survey of currently enrolled TMR students in order to pin point vocational training programs of interest to the majority.

3. A survey of parents of TMR students in or out of public school in order to determine what they percieve to be worthwhile vocational training programs.

4. A survey of local businesses and industries that have a potential for hiring TMR program completers.

5. A survey of TMR teachers in the public schools to determine their views about what would be worthwhile vocational training programs for the TMR students.

The survey of local businesses and industries that have a potential for hiring TMR program completers was the first survey to be conducted. This survey was done by mail and over 300 local businesses and industries were contacted. Of the 300 surveys sent out 60 responses were returned to Mercer County Vocational Technical Schools (MCVTS). The 60 responses represented a variety of businesses and industries and came from all geographic areas of Mercer County. Some responses were from large corporate enterprises and others from small family owned businesses.

A breakdown of the survey results from this group based on the returned questionnaires is as follows:

1. Please state type of business in which you are involved:

Metal fabricating, durable goods
Manufacturer of plastic bags and sheets
Mechanical Contractors
Market research
Clothing Manufacturer
Research & Development of Chemicals
Sheet metal and heating
Manufacturer of corrugated shipping containers
Electroforming
Injection Plastic Molding
Clinical Diagnostics Manufacturing
Publishing
Manufacture folding boxes
Wholesale paper products
Light Manufacturing
Chemical Research Center
Tool and Die
Service Business
Electrical wholesale business
Communications

Concrete Block Manufacturing
Package Dyeing of spun yarns
Commercial printing & duplicating Photo offset & letterpress
Office Management involving sales administration, support, order processing, distribution of products
Manufacturing ultrasonic inspection systems
Education
Manufacturing of electronics components
Manufacturer of vinyl film and sheeting
Electrical Contracting
Fertilizer manufacturer
Electro plating of auto bumpers
Electrical assembly - stamping & riveting presswork
Manufacturing and bottling distilled spirits
Printing Brokerage
Electronics research & development
Paralegal Services
Printing
Manufacturer - Machine Shop
Marketing and Advertising research
Sales and Service of computer systems
Wholesale distribution of building materials
Manufacturing of aluminum ectrusions
Wholesale paper and janitorial distributors
Computer software design and marketing, social policy research, consulting & systems development
Printing
Survey/Market research
Medical supplies
Manufacturer of custom injection molds
Create, manufacture and sell fragrance compounds and flavor compounds
Small manufactuing company
Clerical research and development

2. Are you presently hiring people?

YES - 22%
NO - 78%

3. If yes, for what type of positions are you presently hiring?

Machine operators
Pressors
Floor workers
Truck drivers
Factory help
Skills mechanics
Laboratory technicians

4. Do you feel a TMR person would be able to fill any of the above positions?

(NOTE: Several didn't know answers)

YES - 17%
NO - 49%

5. If yes, which ones?

Glassware washer
Animal attendent
Loader
Packer
Bindery operations
Sheet metal workers
Date entry

6. Would you, as an employer, be willing to hire a TMR person if that person were trained to do a specific job related to your business?

(NOTE: Several no comments)

YES - 53%
NO - 31%

7. Would you, as an employer, be willing to allow your facilities or a portion of your facilities to be used for a training program for the TMR person?

(NOTE: Several no comments)

YES - 15%
NO - 63%

8. If yes, what type of facilities would you be willing to have used for a training program?

Sewing Machines	Warehouse facilities
Small office space	Bindery
Packing	Folding
Assembly	Collating
Finishing	Room with two way mirror

9. Would you, as an employer, be willing to discuss specific types of training programs with Mercer County Vocational Schools in order to provide better information about when needs could be matched with ability?

(NOTE: Several no comments)

YES - 50%
NO - 31%

10. Are you aware that there are tax incentives available to employers for hiring the handicapped?

(NOTE: Some no comments)

YES - 85%
NO - 8%

11. Are you aware that there are federal/state programs designed to help pay the salary of handicapped persons when employers are willing to hire?

(NOTE: Some no comments)

YES - 75%
NO - 22%

12. Would you like to know more about #10 and #11 on this questionnaire?

(NOTE: Several no comments)

YES - 22%
NO - 50%

13. Could you suggest any jobs which you feel TMR persons could do?

Mail distribution
Food service
Transportation
Clerical work
Building maintenance
Warehouse work
Grounds maintenance
Light assembly
Stuff envelopes
Mail sorting
Janitorial services
Parts inspection
Lawn and shrub service
Repetition, non-hazardous jobs
Hand finishing bindery operations
Collating
Stapling
Clerical (general) aide
Open mass mailing

14. Would you be willing to sponsor a job jor one TMR person?

(NOTE: Several no comments)

YES - 12%
NO - 63%

15. Would you be willing to serve on an Employer's Advisory Board for the Mentally Retarded?

(NOTE: Several no comments)

YES - 12%
NO - 68%

The parent survey was conducted by phone and in person with the majority of parent surveys being conducted over the phone. The parents' attitudes tended to reflect three distinct methods/philosophies of child rearing; one group of parents appeared to be over protective and suspicious as to MCVTS motives towards conducting the survey; the second group were looking for the "major cure" and were very hopeful that the idea would solve all of their future problems. This group seemed very willing to allow participation by their children and questions asked reflected a serious interest in the development of the program. The other group could be labled the "moderates" and tended to be somewhere in between the first group of parents and the latter group. This group of parents cooperated fully, but didn't appear overly optimistic that such a program would "solve all their problems"

The following is a breakdown of the thirty surveys answered by parents of TMR children:

1. How long has your son/daughter been out of school?

Still in school:	2
One Year:	7
Two Years:	8
Three Years:	8
Four Years:	5

2. Is your son/daughter working now?

YES - 7
NO - 18

3. What type of work is he/she doing?

Warehouse worker - 1
Packaging - 2
Car washer/dryer - 1
Messenger/helper in office - 2
Dry clening store helper - 1

4. Is this job a full or part time job?

Full Time: 1
Part Time: 6

5. Did the school your son/daughter attend train you son/daughter for a job?

(NOTE: Several no comments)

YES - 2
NO - 20

6. If so, what type of job was he/she trained for?

Messenger
Cleaning store

7. At school,do you feel your son/daughter was taught about jobs he/she could train for?

(NOTE: Some no comments)

YES - 1
NO - 20
DON'T KNOW - 5

8. At school, did your son/daughter have a choice about what type of job he/she would learn to do?

(NOTE: Some no comments)

YES - 0
NO - 19
DON'T KNOW - 6

9. Did someone at your son/daughter's school teach him/her how to fill out job applications?

(NOTE: Some no comments)

YES - 0
NO - 18
DON'T KNOW - 8

10. Did someone at your son/daughter's school help your son/daughter get a job?

(NOTE: Several no comments)

YES - 0
NO - 21
DON'T KNOW - 6

11. Did someone at your son/daughter's school teach him/her how to behave on a job interview?

(NOTE: Several no comments)

YES - 2
NO - 17
DON'T KNOW - 7

12. Did your son/daughter like school?

(NOTE: Several no comments)

YES - 17
NO - 7

13. Rating of jobs - Rate the following jobs according to whether you feel your son/daughter would like to learn how to do this job as a regular paying job. Each will be explained.

	Like Very Much	Like A Little	Not Like At All
Food Service Aide	12	11	4
Maintenance Aide	10	17	9
Office Aide	1	13	13
Practical Aide	1	11	16
Retail Aide	1	16	10
Assembly Line Aide	10	12	5
Warehouse Aide	4	9	14
Farming Aide	4	13	10
Animal or Plant Aide	4	15	8

	Like Very Much	Like a Little	Not Like At All
Mail/Messenger Aide	14	9	4
Packaging Aide	13	8	5
Golf Course Maintenance Aide	4	7	16

According to parents: How the Jobs rank in order of best liked:

	Like	Dislike
Food Service Aide	23	4
Mail/Messenger	23	4
Assembly Line	22	5
Packaging	22	5
Animal/Plant Aide	19	8
Maintenance	18	9
Retail Aide	17	10
Farming Aide	17	14
Warehouse Aide	13	14
Office Aide	14	16
Practical Aide	12	16
Golf Course Aide	11	16

14. Would you like to have your son/daughter participate in a sheltered workshop?

    YES - 9
    NO - 18

15. Would you like your son/daughter to participate in co-operative education (explain)?

    YES - 16
    NO - 11

16. Would you like your son/daughter to work in an "on site" (explain) training program?

    YES - 15
    NO - 11

17. Is your son/daughter presently getting counseling or assistance from an agency or organization?

    YES - 9
    NO - 16

18. If so, would you like to share with us which agency or organization is presently assisting your son/daughter?

NJARC - 4
AAMH - 5
Nottingham Recreation Center - 1
Special Olympics - 2

Twenty-eight TMR persons who are out of public school were interviewed personally. The results of this survey are as follows:

1. Are you working now?

YES - 6
NO - 19

2. Are you working part time or full time?

Part Time - 6
Full Time - 0

3. What type of work are you doing?

Cleaning
Janitor's assistant
Picking Apples
Packaging Books/materials
Mail assistant/messenger
Helping in family business - errands, etc.

4. Do you like work?

YES - 17
NO - 1

5. How long have you been working at this job?

A long Time - 2
Over One Year - 1
Two Years - 2
Two Years/Seasonal - 1

6. Did your school train you for a job?

YES - 2
NO - 11

7. If yes, what type of jobs were you trained for?

Cleaning - 2
Sanding - 1
Packing - 1
Puzzles - 1

8. At school, did you learn about different jobs you could train for?

YES - 13
NO - 11

9. At school, were you given a choice about what job you would like to learn?

YES - 12
NO - 13

10. Did someone at your school help you get a job?

YES - 1
NO - 24

11. Did someone at your school teach you how to fill out a job application?

YES - 0
NO - 27

12. Did someone at your school teach you how to have a job interview?

YES - 0
NO - 25

13. Did you like school?

YES - 21
NO - 4
MOST OF THE TIME - 2

14. If you could choose a job which you feel you could really do well, what job would it be?

Vacuum - 1
Washing dishes - 1
Kitchen work - 1
Cooking - 1
Cleaning - 5
Wash clothes - 1
Mow Lawn - 1
Janitor's assistant - 1
Help father - 1
Clean Toilets - 1
Feed animals - 1
Don;t like to work - 2

15. Did your school offer training for this type of job?

YES - 8
NO - 8

16. Did you feel shool should have trained you for this type of job?

YES - 6
NO - 2

17. If you could go back to school, what would you like to study which could help you get a better job?

More reading
"All Things"
Don't Know
Farmer work
"Any Things"
Policeman

18. If you could go back to school, what jobs would you like to learn more about?

Driving airplanes
Farmer work
Policeman

19. Would you like to work in a sheltered workshop (explain)?

YES - 13
NO - 11

20. Would you like to work in an "on site" program (explain)?

YES - 18
NO - 8

21. Are you presently getting counseling or help from an agency or organization?

YES - 9
NO - 15

22. If yes, what agency or organization is presently helping you?

Nottingham Recreation Program
AAMH - 6
NJARC - 2
Doesn't know name but goes for counseling once a week.

Rating of Jobs:

	Like Very Much	Like a Little	Do Not Like At All
Food Service Aide	14	10	1
Maintenance Aide	13	10	2
Office Aide	12	9	4
Practical Aide	9	10	6
Retail Aide	13	11	1
Assembly Line Aide	13	10	2
Warehouse Aide	10	4	11
Farming Aide	12	5	8

	Like Very Much	Like a Little	Do Not Like At All
Animal Aide	12	5	8
Mail and Messenger Aide	18	6	1
Packaging Aide	19	6	1
Golf and Maintenance Aide	12	2	11

According to TMR students in school: How the Jobs rank in order of best liked:

	Like	Dislike
Farming Aide	13	0
Food Service Aide	12	1
Retail Aide	12	1
Packaging Aide	12	1
Maintenance Aide	12	1
Mail/Messenger Aide	12	2
Assembly Line Aide	11	2
Office Aide	11	2
Practical Aide	11	2
Golf Course Aide	11	2
Warehouse Aide	9	3
Animal Aide	7	1

Fifteen TMR students presently in school were interviewed in person. The result of this survey is as follows:

1. Are you working now?

   YES - 4
   NO - 11

2. Are you working part time or full time?

   Part Time - 2
   Full Time - 0

3. What type of work are you doing?

   Helping at home
   Clean
   Set Table
   Clean Toilets
   Dust
   Vacuum
   Dry Dishes

4. Did your school train you for a job?

   YES - 7
   NO - 1
   A Little - 1

5. If so, what type of job were you trained for?

   Cleaning

6. At school did you learn about different jobs you could train for?

   YES - 13
   NO - 0

7. At school were you given a choice about what job you would like to learn?

   YES - 6
   NO - 2

8. Did someone at school help you get a job?

   YES - 7
   NO - 5

9. Did someone at your school teach you how to fill out a job application?

   YES - 0
   NO - 11

10. Did someone at your school teach you how to have a job interview?

    YES - 0
    NO - 7
    DON'T KNOW - 3

11. Do you like school?

    YES - 13
    NO - 1

12. If you could choose a job which you feel you could really do well, what job would it be?

    Restaurant - setting tables
    Packaging
    Work in a hosptial
    Help my dad box things
    A teacher
    Be a nurse
    Warehouse work-lifting boxes
    Using a buffer - make floors shine
    Cut grass - rake leaves
    Clean, vacuum, dust
    Cook, clean dishes
    An actor in a movie

13. Did your school offer training for this type of job?

YES - 3
NO - 6
1 - At Sypek

14. Would you like to work in a sheltered workshop (explain)?

YES - 6
NO - 6

15. Would you like to work in an "on site" program (explain)?

YES - 0
NO - 11

16. Are you presently getting counseling or help from an agency or organization?

YES - 1 (speech therapy)

Rating of Jobs:

	Like Very Much	Like A Little	Do Not Like At All
Food Service Aide	9	3	1
Maintenance Aide	8	4	1
Office Aide	9	2	2
Practical Aide	10	1	2
Retail Aide	9	3	1
Assembly Line Aide	9	2	2
Warehouse Aide	6	3	3
Farming Aide	12	1	0
Animal Aide	9	3	1
Mail/Messenger Aide	9	3	2
Packaging Aide	12	0	1
Golf Course Maintenance Aide	8	3	2

According to TMR Ex-students: How the jobs rank in order of best liked:

	Like	Dislike
Packaging Aide	24	1
Mail/Messenger Aide	24	1
Food Service Aide	24	1
Retail Aide	24	1

	Like	Dislike
Assembly Line Aide	23	1
Maintenance Aide	23	1
Office Aide	21	4
Practical Aide	19	6
Farming Aide	17	8
Animal Aide	17	8
Warehouse Aide	14	11
Golf Course Maintenance Aide	14	11

Although the sample of data collected from the TMR teachers was small, several items of importance are revealed from this sample.

First, according to the teachers who responded, the public schools in Mercer County are not concentrating on vocational education for TMR students. Several of the teachers commented on the TMR students from their districts attending Sypek Vocational School and all of the teachers who responded felt that the vocational schools in Mercer County should be giving vocational training to TMR students.

According to the teachers, the jobs which could be available to TMR students would be rated as follows:

First Choice:	Food Service Aide Maintenance Aide Warehouse Aide Animal & Plant Aide
Second Choice:	Farming Aide Assembly Line Aide Golf Course Aide Mail/Messenger Aide Packaging Aide Retail Aide
Third Choice:	Office Aide Practical Aide

C. Summary

1. Conclusions

All of the surveys collected indicate a need for vocational training for TMR students in Mercer County. The majority of responses from parents, teachers, and TMR students prove that there is a gap between public shcool TMR training and the world of work. The responses are very favorable toward TMR vocational training being conducted by Mercer County Vocational Technical Schools. Teachers and parents look forward to a school for TMR students to be trained for jobs. Except for a few protective parents, the majority of parents interviewed felt that a vocational training program for TMR students is badly needed in Mercer County and that they would like to have their children participate.

Although practically all TMR students (past and present) who were interviewed stated they like school and stated they liked to work, hardly any of these individuals had jobs. Here we have a group of anxious people who are very willing to work and who are totally untrained for work.

And yet, there is another paradox present - the fact that the employers who were interviewed had taken very positive attitudes towards hiring the TMR individual.

The logical and best place to this program to florish is through the efforts of Mercer County Vocational Technical Schools which can work towards bridging the gap between the public schools and the world of work. It is Mercer County Vocational Technical Schools which can also bridge the gap between the TMR students and the employers.

TMR students need to be trained for work, need to be trained about the working world and how to behave at work, need to be trained about how to go about getting a job, need to be trained how to have an interview and how to get assistance with such things as filling out an application. These basic areas are far

from familiar to the TMR student as the interviews point out. And yet, aren't these basic needs important to the employer and employee? TMR students applying for work may not be judged in the same way as other individuals applying for work; however, total ignorance about the role one should play when applying for a job will only hinder the TMR person in his/her pursuit.

It is important that these needs be addressed and that the TMR students be prepared for the real world of work as much as possible. It is this challenge which Mercer County Vocational Technical Schools has accepted and it will be interesting to watch the progress in this area in the next few years. Each success in this area will benefit more than one individual for each success will lead the way for more to follow.

APPENDIX

Employer Survey..... 27

Parents of TMR Children Survey..... 29

TMR Students Survey..... 35

Teachers of TMR Students Survey..... 40

MERCER COUNTY VOCATIONAL TECHNICAL SCHOOLS

EMPLOYERS

Mercer County Vocational Schools is doing a needs assessment of the vocational training available to Trainable Mentally Retarded students and in what areas programs should be developed.

Your assistance, as an employer, would help us to identify where we should concentrate our energies.

Please help us by filling out the following questionnaire and returning it.

1. Please state the type of business in which you are involved.

2. Are you presently hiring people? YES NO

3. If yes, for what type of positions are you presently hiring?

4. Do you feel a Trainable Mentally Retarded person would be able to fill any of the above positions? YES NO

5. If yes, which ones?

6. Would you, as an employer, be willing to hire a Trainable Mentally Retarded person if that person were trained to do a specific job related to your business? YES NO

7. Would you, as an employer, be willing to allow your facilities or a portion of your facilities to be used for a training program for the Trainable Mentally Retarded person? YES NO

8. If yes, what type of facilities would you be willing to have used for a training program?

9. Would you, as an employer, be willing to discuss specific types of training programs with Mercer County Vocational Schools in order to provide better information about where needs could be matched with ability?

YES NO

10. Are you aware that there are tax incentives available to employers for hiring the handicapped? YES NO

11. Are you aware that there are federal state programs designed to help pay the salary of handicapped persons whom employers are willing to hire?

YES NO

12. Would you like to know more about #10 and #11 on this questionnaire?

YES NO

13. Could you suggest any jobs which you feel Trainable Mentally Retarded person could do?

14. Would you be willing to sponsor a job for one Trainable Mentally Retarded person? YES NO

15. Would you be willing to serve on an Employers' Advisory Board for the Mentally Retarded?

YES NO

PLEASE NOTE: If you answered yes to any of the assistance questions, we will need your name, address and telephone number below:

NAME_____

COMPANY/BUSINESS_____

ADDRESS_____

_____

PHONE NUMBER_____

THANK YOU FOR HELPING US!

MERCER COUNTY VOCATIONAL TECHNICAL SCHOOLS

PARENTS

We are doing a study on the vocational needs of special students in the Mercer County area. Would you be willing to help us in the study by answering some questions? Your answers will be used to help Mercer County Vocational Schools develop new programs for students with special needs.

1. How long has your son/daughter been out of school?

2. Is your son/daughter working how? YES NO

3. What type of work is he/she doing?

5. How long has he/she been working at this job?

6. Is this job a full time or part time position?

7. Did the school your son/daughter attend train your son/daughter for a job?

YES NO

8. If so, what type of job was he/she trained for?

9. At school, do you feel your son/daughter was taught about jobs he/she could train for? YES NO

10. If so, what type of jobs were these?

11. At school, did your son/daughter have a choice about what job he/she would learn to do? YES NO

12. Did someone at your son/daughter's school teach him/her how to fill out job applications?

YES NO

13. Did someone at your son/daughter's school help your son/daughter get a job?

YES NO

14. Did someone at your son/daughter's school teach him/her how to behave on a job interview?

YES NO

15. Did your son/daughter like school? YES NO

16. If you could suggest a job for your son/daughter which you feel he/she could do well, what type of job would it be?

17. Did your son/daughter's school offer training for this type of job?

YES NO

18. Do you feel your son/daughter's school should have offered this training?

YES NO

19. If your son/daughter could go back to school, what would you like him/her to be able to study which could help him/her get a job or a better job?

20. What types of jobs would you like your son/daughter to learn more about?

21. Did your son/daughter's school offer these? YES NO

22. I will read you a list of jobs which you might feel your son/daughter would like to learn how to do as a regular paying job. I will explain each to you. Then I would like you to tell me whether you feel your son/daughter would like this job a lot, a little, or not at all.

	Like Very Much	Like a Little	Do Not Like at all
a. Food Service Aide			
b. Maintenance Aide			
c. Office Aide			
d. Practical Aide			
e. Retail Aide			
f. Assembly Line Aide			
g. Warehouse Aide			
h. Farming Aide			

	Like Very Much	Like A Little	Do Not Like at all
i. Animal or Plant Aide			
j. Mail & Messenger Aide			
k. Packaging Aide			
l. Golf Course Maintenance Aide			

23. Would you like to have your son/daughter participate in a sheltered workshop?

YES NO

24. Would you like to have your son/daughter participate in Co-operative Education (explain)? YES NO

25. Would you like your son/daughter to work in an "on site" (explain) training program? YES NO

26. Is your son/daughter presently getting counseling or assistance from an agency or organization? YES NO

27. If so, would you like to share with us which agency or organization is presently assisting your son/daughter?

	Like Very Much	Like a Little	Do Not Like At All
1. Food Service Aide (This program is designed to offer training in food preparation and food service techniques. Basic food preparation, short order cooking, sandwich making, salad making, waiter/waitress services, kitchen maintenance, dishwashing, and cashier techniques will be stress)			
2. Maintenance Aide (This program is designed to offer training in maintenance and custodial skills essential to the inside and outside of buildings and basic grounds keeping services. Basic safety is stressed, minor plumbing and heating repairs, general cleaning and maintenance of lawn equipment, floor waxing and buffing, and painting)			
3. Office Aide (This program is designed to offer training in basic office skills, general office work, typing, filing, collating (separating papers), switchboard operation, and operating office equipment will be stressed. Mailing and shipping room procedures will be introduced and skills developed)			
4. Practical Aide (This program is designed to offer training in nurse aide/orderly operations, hotel/motel housekeeping, homemaking duties, and hospital attendent functions. Personality development, evaluation of jobs, and management of monies will also be stressed)			

	Like Very Much	Like a Little	Do Not Like At All
5. Retail Aide (This program is designed to introduce students to and give training in the operation of a modern dry cleaning store. Operation of cleaning machines, spotting boards and pressers will be taught. Dealing with customers, handling monies and operation of cash registers will be stressed)			
6. Assembly Line Aide (This program is designed to train students to work in a factory assembly line. Training would vary depending on what skills will be needed for each situation. On the job training after training in the classroom will be necessary in most assembly line aide positions)			
7. Warehouse Aide (This training would involve heavy and light boxes of items from area to area, loading and unloading trucks, and assisting in stores and factories whenever supplies must be moved. Learning to following directions and learning the correct way to carry and pile boxes would be stressed)			
8. Farming Aide (This training involves assisting farmers and farm workers with their jobs. The specific training varies with the type of farm. Fruit picking and packaging, animal care, planting and harvesting, are examples of some jobs related to farmer aide. The skills will vary with specific jobs)			

	Like Very Much	Like a Little	Do Not Like At All
9. Animal Aide (This training involves assisting in the animal care in pet shops, animal hospitals, kennels, stables, etc. Proper care of animals and their living quarters will be stressed)			
10. Mail and Messenger Aide (This training involves training in separating mail for delivery and actually delivering mail to correct persons in large office buildings, colleges, industries, etc. Skills in noting detail and learning locations will be stressed)			
11. Packaging Aide (Skills involving correct packaging procedures will be stressed. Jobs will vary with locations so on the job training would be necessary)			
12. Golf Course Maintenance Aide (This training would involve many of the skills in regular maintenance with an emphasis on Golf Course - go over regular maintenance. Most of the job would be done outdoors)			

MERCER COUNTY VOCATIONAL TECHNICAL SCHOOLS

TMR STUDENTS

We are doing a study on the vocational needs of special students in the Merce County area. Would you be willing to help us in the study by answering some questions for me?

1. Are you working now? YES NO

2. Are you working part time or full time? PART TIME FULL TIME

3. What type of work are you doing?

4. Do you like work? YES NO

5. How long have you been working at this job?

6. Did your school train you for a job? YES NO

7. If so, what type of job were you trained for?

8. At school did you learn about different jobs you could train for?

YES NO

9. At school were you given a choice about what job you would like to learn?

YES NO

10. Did someone at your school help you get a job?

YES NO

11. Did someone at your school teach you how to fill out a job application?

YES NO

12. Did someone at your school teach you how to have a job interview?

YES NO

13. Did you like school? YES NO

14. If you could choose a job which you feel you could really do well, what job would it be?

15. Did your school offer training for this type of job? YES NO

16. Do you feel your school should have trained you for this type of job?

YES NO

17. If you could go back to school, what would you like to study which could help you get a better job?

18. If you could go back to school, what jobs would you like to learn more about?

19. I am going to read you a list of jobs one at a time. After each job I read we will talk about what a person who has that type of job would do at work. I'd like you to tell me whether you would like that job a lot, a little, or not at all.

(attached)

20. Would you like to work in a sheltered workshop (explain)? YES NO

21. Would you like to work in an "on site" program (explain)? YES NO

22. If you could choose between #20 or #21 which would you choose?

WORKSHOP ON SITE

23. Are you presently getting counseling or help from an agency or organization?

YES NO

24. If yes, what agency or organization is presently helping you?

	Like Very Much	Like a Little	Do Not Like At All
1. **Food Service Aide** (This program is designed to offer training in food preparation and food service techniques. Basic food preparation, short order cooking, sandwich making, salad making, waiter/waitress services, kitchen maintenance, dishwashing, and cashier techniques will be stress)			
2. Maintenance Aide (This program is designed to offer training in maintenance and custodial skills essential to the inside and outside of buildings and basic grounds keeping services. Basic safety is stressed, minor plumbing and heating repairs, general cleaning and maintenance of lawn equipment, floor waxing and buffing, and painting)			
3. Office Aide (This program is designed to offer training in basic office skills, general office work, typing, filing, collating (separating papers), switchboard operation, and operating office equipment will be stressed. Mailing and shipping room procedures will be introduced and skills developed)			
4. Practical Aide (This program is designed to offer training in nurse aide/orderly operations, hotel/motel housekeeping, homemaking duties, and hospital attendent functions. Personality development, evaluation of jobs, and management of monies will also be stressed)			

	Like Very Much	Like a Little	Do Not Like At All
5. **Retail Aide** (This program is designed to introduce students to and give training in the operation of a modern dry cleaning store. Operation of cleaning machines, spotting boards and pressers will be taught. Dealing with customers, handling monies and operation of cash registers will be stressed)			
6. Assembly Line Aide (This program is designed to train students to work in a factory assembly line. Training would vary depending on what skills will be needed for each situation. On the job training after training in the classroom will be necessary in most assembly line aide positions)			
7. Warehouse Aide (This training would involve heavy and light boxes of items from area to area, loading and unloading trucks, and assisting in stores and factories whenever supplies must be moved. Learning to following directions and learning the correct way to carry and pile boxes would be stressed)			
8. Farming Aide (This training involves assisting farmers and farm workers with their jobs. The specific training varies with the type of farm. Fruit picking and packaging, animal care, planting and harvesting, are examples of some jobs related to farmer aide. The skills will vary with specific jobs)			

	Like Very Much	Like a Little	Do Not Like At All
9. **Animal Aide (This training involves assisting in the animal care in pet shops, animal hospitals, kennels, stables, etc. Proper care of animals and their living quarters will be stressed)**			
10. Mail and Messenger Aide (This training involves training in separating mail for delivery and actually delivering mail to correct persons in large office buildings, colleges, industries, etc. Skills in noting detail and learning locations will be stressed)			
11. Packaging Aide (Skills involving correct packaging procedures will be stressed. Jobs will vary with locations so on the job training would be necessary)			
12. Golf Course Maintenance Aide (This training would involve many of the skills in regular maintenance with an emphasis on Golf Course - go over regular maintenance. Most of the job would be done outdoors)			

MERCER COUNTY VOCATIONAL TECHNICAL SCHOOLS

TEACHERS OF TMR STUDENTS

We are doing a study on the vocational needs of the TMR student in the Mercer County area. Would you be willing to help us in this study by answering some questions?

1. Do you presently work directly with TMR students? YES NO

2. What do you teach TMR students?

3. How long have you taught TMR students?

4. Do you feel your school district is training TMR students for jobs?

   YES NO

5. If so, for what types of jobs is your school district presently training TMR students?

6. Is your school district offering vocational guidance to TMR students?

   YES NO

7. Does your school district give TMR students vocational training choices which they could choose and study? YES NO

8. Does your school district assist TMR students in finding jobs? YES NO

9. Does your school district teach TMR students how to fill out job application forms?

   YES NO

10. Does your school district teach TMR students how to have a job interview?

    YES NO

11. What types of jobs do you feel TMR students could be successful at if properly trained?

12. Does your school district offer this type of training? YES NO

13. Do you feel your school district should offer this type of training?

YES NO

14. Do you feel this type of training should be offered by Mercer County Vocational Schools?

YES NO

15. Below is a list of jobs which are or could be available to TMR students. Please indicate which you feel would be most worthwhile as a job which TMR students train for, a little worthwhile, or not worthwhile offerings for TMR students.

	Very Worthwhile	A Little Worthwhile	Not Worthwhile
a. Food Service Aide			
b. Maintenance Aide			
c. Office Aide			
d. Practical Aide			
e. Retail Aide			
f. Assembly Line Aide			
g. Warehouse Aide			
h. Farming Aide			
i. Animal & Plant Aide			
j. Mail & Messenger Aide			
k. Packaging Aide			
l. Golf Course Maintenance Aide			

FOOD SERVICE AIDE

This program is designed to offer training in food preparation and food service techniques. Basic food preparation, short order cooking, sandwich making, salad making, waiter/waitress services, kitchen maintenance, dish washing and cashier techniques will be stressed.

MAINTENANCE AIDE

This program is designed to offer training in maintenance and custodial skills essential to the inside and outside of buildings and basic grounds keeping services. Basic safety is stressed, minor plumbing and heating repairs, general cleaning and maintenance of lawn equipment, floor waxing and buffing, and painting.

OFFICE AIDE

This program is designed to offer training in basic office skills, general office work, typing, filing, collating (separating papers), switchboard operation, and operating office equipment will be stressed. Mailing and shipping room procedures will be introduced and skills developed.

PRACTICAL AIDE

This program is designed to offer training in nurse aide/orderly operations, hotel/motel housekeeping, homemaking duties, and hospital attendent functions. Personality development, evaluation of jobs, and management of monies will also be stressed.

RETAIL AIDE

This program is designed to introduce students to and give training in the operation of a modern dry cleaning store. Operation of cleaning machines, spotting boards and pressers will be taught. Dealing with customers, handling monies and operation of cash registers will be stressed.

ASSEMBLY LINE AIDE

This program is designed to train students to work in a factory assembly line. Training would vary depending on what skills will be needed for each situation. On the job training after training in the classroom will be necessary in most assembly line aide positions.

WAREHOUSE AIDE

This training would involve heavy and light boxes of items from area to area, loading and unloading trucks, and assisting in stores and factories whenever supplies must be moved. Learning to follow directions and learning the correct way to carry and pile boxes would be stressed.

FARMING AIDE

This training involves assisting farmers and farm workers with their jobs. The specific training varies with the type of farm. Fruit picking and packaging, animal care, planting and harvesting are examples of some jobs related to farmer aide. The skills will vary with specific jobs.

ANIMAL AIDE

This training involves assisting in the animal care in pet shops, animal hospitals, kennels, stables, etc. Proper care of animals and their living quarters will be stressed.

MAIL AND MESSENGER AIDE

This training involved training in separating mail for delivery and actually delivering mail to correct persons in large office buildings, colleges, industries, etc. Skills in noting detail and learning locations will be stressed.

PACKAGING AIDE

Skills involving correct packaging procedures will be stressed. Jobs will vary with locations so on the job training would be necessary.

GOLF COURSE MAINTENANCE AIDE

This training would involve many of the skills in regular maintenance with an emphasis on Golf Course - go over regular maintenance. Most of the jobs would be outdoors.